



**Division of Behavioral & Social Sciences**

**Dr. Gloria E. Miranda, Dean**

**Political Science Department**

**Program Review**

**Fall 2016**

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## Program Overview

**Directions: Provide a brief narrative description of the current program, including the program's mission statement, the students it serves and its relationship to the college's mission and strategic initiatives. Describe the degrees or certificates offered by the program.**

The Political Science Department mission is to provide students with the opportunity to take general education courses that will prepare them for both, obtaining an Associate of Arts degree and meeting transfer requirements to a four-year institution. The courses offered within the department emphasize critical thinking skills and analysis which allow students not only to succeed academically but also to engage in the political system and become civic minded citizens.

The Program has a variety of course offerings available to students, taught by 4 full-time faculty members and 6 adjunct faculty. There are six courses offered in the areas of American and California Politics, Comparative Politics, Political Methodology, Ethnic Politics, Civil Liberties and Civil Rights, Political Philosophy, and International Relations. Delivery of instruction includes both, traditional lecture courses and online courses. Upon completion of the program, students will have gained comprehensive knowledge within the subfields of the discipline including the methodology employed by contemporary political scientists, current urban problems, issues pertaining to intergovernmental relations, and the role of international law and organizations within the world community.

The Department sponsors a Political Science Club which meets on a regular basis each semester. Club membership and activities are open to all students. The club encourages and promotes active participation, civic engagement and overall awareness of politics to help understand one's role within the political system. The Department also collaborates with several programs on campus by offering specific sections geared to those groups, including, the Honors Transfer Program, the First Year Experience Program and the like.

The Political Science Department offers an Associate of Arts Degree in Political Science. In order to obtain an A.A. degree, students must complete a total of 18 units with 15 of these units from Political Science courses. Along with the A.A. degree option the department course offerings allow students to use such courses to satisfy requirements towards also earning an A.A. degree in General Studies with an emphasis in Social Sciences.

The Department serves a diverse student population whose demographics on average include: 52% females, 48% males, 16% African-American, 15% Asian, 47% Latino, 15%

White, and Native American and Pacific Islander making up the rest. The majority of the students, roughly 89%, also tend to fall between the ages of 18-29, with about 53% attending full-time. Furthermore, about 15% of the students classify themselves as Undecided when it comes to their Educational Goals, 37% decline to state, 35% intend to transfer, and a very small percentage, 2%, seeking an A.A. degree.

**Explain how the program fulfills the college's mission and aligns with the strategic initiatives.**

**Mission**

“El Camino College makes a positive difference in people’s lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities”

The Political Science Department’s Program fully aligns itself with the College Mission.

The Department tries to offer a comprehensive curriculum to ensure that our students not only gain knowledge within the different subfields (American and California Politics, Comparative Politics, Political Methodology, Ethnic Politics, Civil Liberties and Civil Rights, Political Philosophy, and International Relations) but are also exposed to the different ways in which they can interact within the political system in a diversified community.

A variety of support services are integrated within the department to enhance student learning. Several sections for Political Science 1 are partnered up with the Supplemental Instruction Program on campus and offer SI sessions on a regular weekly basis. Also, tutoring services are available for students that need it.

**Vision**

“El Camino College will be the college of choice for successful student learning, caring student services, and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity, and excellence. Our college will be a leader in demonstrating accountability to our community.”

The Political Science Department’s Program fully aligns itself with the College Vision.

The Department emphasizes a curriculum which gives students the opportunity to learn in respectful ways, with integrity and academic excellence, in pursuance of their goals.

## **Strategic Initiatives**

### ***A. STUDENT LEARNING***

**Support student learning using a variety of effective instructional methods, educational technologies, and college resources.**

The Department's goals and objectives are aligned with the above by offering excellent instruction using a variety of student support services, including but not limited to; Supplemental Instruction, FYE-Learning Communities, Tutoring and Honors Transfer Program.

### ***B. STUDENT SUCCESS & SUPPORT***

**Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.**

Much the same way that the department fulfills initiative A, it also promotes student success by advocating use of campus wide resources available to students to enhance their learning.

### ***C. COLLABORATION***

**Advance an effective process of collaboration and collegial consultation conducted with integrity and respect.**

The Department through its courses raises awareness for students in terms of their opportunities where they can develop a sense of community working on different types of projects such as service learning, political participation, and the like.

### ***D. COMMUNITY RESPONSIVENESS***

**Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.**

The Department meets this initiative in a variety of ways. The department regularly offers video or information sessions with the League of Women Voters. We also put on an annual workshop for students focusing on "What to do with a Political Science degree". Additionally, we are made aware of various lectures at neighboring universities particularly CSU Long Beach and recently had a Masters student complete a teaching

practicum. Also, the Political Science Club regularly discusses internship opportunities, and career planning.

### ***E. INSTITUTIONAL EFFECTIVENESS***

**Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.**

The Department is up to date in fulfilling the SLO process through its planned 4 year cycle. The same can be said about the Annual Program Plan, and this current Program Review.

### ***F. MODERNIZATION***

Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

The renovation of the Social Science building, where all of the department courses are taught, has brought about fully modernized smart classrooms where several technological resources have been added to facilitate positive student learning and address different student learning styles. In the area of distance education, the department researches new systems to offer students quality resources.

Separately, the department notes the change from the previous Strategic Initiative F which was to “Promote processes and policies that move the college towards sustainable environmentally sensitive practices.” This seems particularly strange when we have been in a period of renovation on this campus. There are so many environmentally sensitive practices which could be considered such as solar panels, water reclamation, wind energy, charging stations, and pervious concrete which appear not to have been. Why should we as a department consider this? Because our main competition as a college is Santa Monica College which implemented many different environmental policies and these issues are of great concern to the student population. Students decide to come to a college based on more than just classes so we as a college also have to consider these issues.

## **Describe the status of all active recommendations for the program**

### **Previous Recommendations (Program Review 2012-2015)**

- Online courses for Political Science 1, 2, and 10 should be regularly offered in an attempt to create alternative opportunities for student success. This would help to address the different

learning styles of students as well as allowing the program to continue to support the growth of distance education courses.

Completed: Political Science 1, 2, and 10 are regularly being offered. Poli 1 is offered all sessions, Poli 2 is offered in the Fall and Poli 10 is offered in the Spring.

- Faculty should continue to be encouraged to attend professional development seminars pertaining to academic retention which will serve to enhance the overall academic success of the students.

Ongoing: Faculty members within the department regularly attend professional development seminars, both on campus and in the community.

- Continue the dialogue within the Division SLO Committee and the College wide SLO Committee so as to make sure that our department is aware of any new innovative ideas pertaining to the implementation of the SLO cycle.

Ongoing: Faculty have consistent dialogue and work collaboratively towards the development and completion of the SLO cycle as mandated by the college and the state and take into consideration changes in area.

- Develop new curriculum when budgetary restrictions allow.

Pending: The budgetary circumstances have only recently improved and the department has not currently ascertained a need for new curriculum.

- Make students aware of the possibility of obtaining an AA degree in Political Science and try to identify students that may qualify for an AA degree in Political Science.

Ongoing: The department continues to provide information to students about obtaining an AA degree through various forums, including annual workshops, on “What to Do with a Political Science degree, class discussions, and through the Political Science Club at its monthly meetings.

- Promote the continuation of SLO training opportunities so that faculty have ample opportunities to immerse themselves in the SLO process.

Ongoing: The department continues to be involved in the SLO process through its active participation in the Division SLO Committee. Faculty are well aware every semester of the ongoing training opportunities and workshops for inputting SLO’s and PLO’s that are offered at the college wide level. One of our own faculty is in fact the Division SLO facilitator which adds to departmental awareness of any possible changes in the SLO process that are taking place on campus during any given semester.

- Hire adjunct faculty as needed.

Ongoing: When needed during the last four years, adjunct faculty candidates have been interviewed and added to the eligible pool of instructors, to be ready to teach courses when the demand for such is there on any given semester.

- Hire one full-time faculty member if program enrollment increases.

Pending: Based on program growth this recommendation has been put temporarily on hold.

## **Part I-Review of the past 4 yrs.**

### **Research Data Analysis**

**Directions: Analyze the current institutional research data, including course grade distributions, success and retention rates, improvement rates (where applicable), scheduling of courses (day v. night, days offered, and sequence), and enrollment statistics. Include any other relevant data gathered by the program.**

### **Course Grade Distribution, Success and Retention**



**Grade Distribution, Success, and Retention**  
**Political Science**  
**Fall**

Program Political Sci  
 Term Fall

Preliminary Success Standard **65.6%**  
 5 year Success Average **67.1%**  
 5 year Success Minimum **64.1%**

Do Not select more than one term or Program.

Year	COURSE	Method	We	Grade											Total	Succ.	Reten.	
				'A'	'B'	'C'	'P'	'D'	'F'	'NP'	Inc P	Inc NP	'DR'	'W'				
2011	POLI-1	Distance Ed	16	25	22	21	-	1	12	-	-	1	8	16	98	69.4%	83.7%	
		Lecture	14	13	14	11	-	3	4	-	-	-	-	5	50	76.0%	90.0%	
			16	206	242	200	-	48	122	-	-	7	27	132	957	67.7%	86.2%	
	POLI-10	Distance Ed	16	6	6	3	-	-	1	-	-	-	3	7	23	65.2%	69.6%	
		Lecture	16	13	8	4	-	-	1	-	-	-	-	5	31	80.6%	83.9%	
		POLI-2	Lecture	16	15	3	3	-	-	6	-	-	-	4	11	38	55.3%	71.1%
	POLI-3	Lecture	16	16	5	2	-	-	7	-	-	1	1	11	42	54.8%	73.8%	
<b>2011 Total</b>				<b>294</b>	<b>300</b>	<b>244</b>	<b>-</b>	<b>52</b>	<b>153</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>43</b>	<b>187</b>	<b>1,239</b>	<b>67.6%</b>	<b>84.9%</b>	
2012	POLI-1	Distance Ed	16	45	38	29	-	2	23	-	-	4	-	23	164	68.3%	86.0%	
		Lecture	16	217	260	196	-	48	140	-	-	3	-	147	1,011	66.6%	85.5%	
		POLI-10	Lecture	16	14	15	2	-	-	1	-	-	2	-	5	39	79.5%	87.2%
		POLI-2	Lecture	16	29	6	3	-	1	5	-	-	-	1	45	84.4%	92.8%	
		POLI-3	Lecture	16	17	7	2	-	-	6	-	-	1	-	6	39	66.7%	84.6%
		POLI-5	Lecture	16	29	10	-	-	-	6	-	-	-	-	1	46	84.8%	92.8%
<b>2012 Total</b>				<b>351</b>	<b>336</b>	<b>232</b>	<b>-</b>	<b>51</b>	<b>181</b>	<b>-</b>	<b>-</b>	<b>10</b>	<b>-</b>	<b>183</b>	<b>1,344</b>	<b>68.4%</b>	<b>86.4%</b>	
2013	POLI-1	Distance Ed	16	25	23	17	-	3	26	-	-	1	-	26	121	53.7%	78.5%	
		Lecture	16	221	292	242	-	70	161	-	-	14	-	189	1,189	63.5%	84.1%	
		POLI-10	Distance Ed	16	4	10	3	-	-	9	-	-	-	14	40	42.5%	65.0%	
			Lecture	16	13	8	6	-	-	-	-	-	-	6	33	81.8%	81.8%	
		POLI-2	Lecture	16	16	15	3	-	-	1	-	-	1	-	4	40	85.0%	90.0%
		POLI-3	Lecture	16	12	4	4	-	-	6	-	-	-	12	38	52.6%	68.4%	
		POLI-5	Lecture	16	8	13	13	-	1	4	-	-	-	6	45	75.6%	86.7%	
		POLI-7	Lecture	16	10	8	4	-	3	5	-	-	-	12	42	52.4%	71.4%	
<b>2013 Total</b>				<b>309</b>	<b>373</b>	<b>292</b>	<b>-</b>	<b>77</b>	<b>212</b>	<b>-</b>	<b>-</b>	<b>16</b>	<b>-</b>	<b>269</b>	<b>1,548</b>	<b>62.9%</b>	<b>82.6%</b>	
2014	POLI-1	Distance Ed	16	44	52	38	-	9	36	-	-	1	-	73	253	53.0%	71.1%	
		Lecture	16	227	266	212	-	45	141	-	-	8	-	169	1,068	66.0%	84.2%	
		POLI-10	Lecture	16	7	14	10	-	2	1	-	-	-	11	45	68.9%	75.6%	
		POLI-2	Lecture	16	12	11	3	-	-	-	-	-	-	9	35	74.3%	74.3%	
		POLI-3	Lecture	16	11	2	3	-	-	1	-	-	-	16	33	48.5%	51.5%	
		POLI-5	Lecture	16	6	13	8	-	1	3	-	-	1	14	46	58.7%	69.6%	
		POLI-7	Lecture	16	7	11	10	-	-	3	-	-	-	5	36	77.8%	86.1%	
<b>2014 Total</b>				<b>314</b>	<b>369</b>	<b>284</b>	<b>-</b>	<b>57</b>	<b>185</b>	<b>-</b>	<b>-</b>	<b>10</b>	<b>-</b>	<b>297</b>	<b>1,516</b>	<b>63.8%</b>	<b>80.4%</b>	

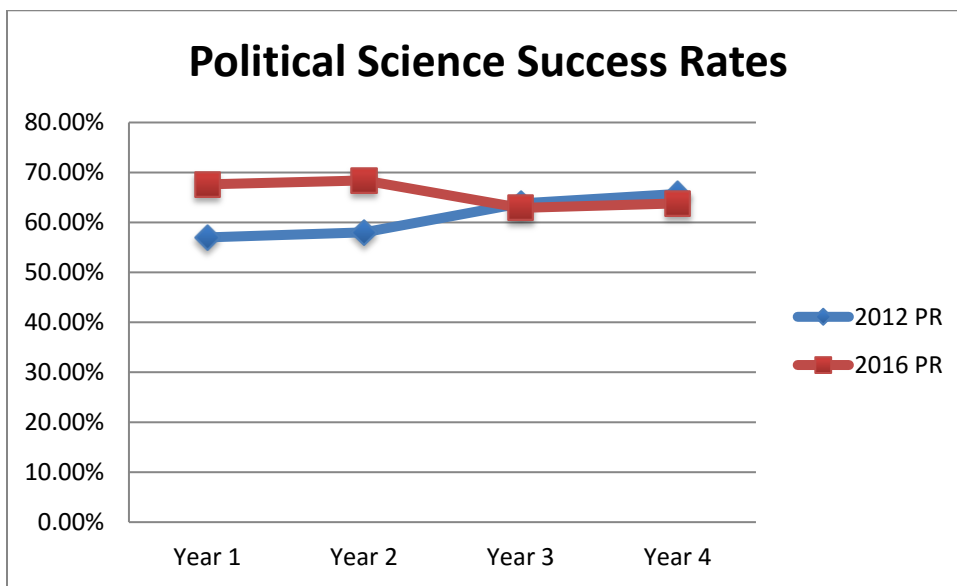
As a department, we are quite satisfied with our success and retention numbers. In comparison to our previous program review, both our success and retention numbers are slightly higher. Our classes have some variation in the success and retention numbers which can be a result of some classes have more students withdraw than in others. As has long been a debate in our department, the issue of how to calculate a success rate is relevant. The Success number includes students that drop from the class which really is not a representation of who was successful with the material. Students drop for a variety of reasons but often those reasons represent personal problems. As a department we feel that this creates a tremendous amount of confusion to students as to the difficulty of the class. The Success rate seems to represent the number of students who completed the course and were successful but that is not what that number

represents. It includes students who did not complete the course but instead dropped. This would not be an issue if this were a standard computation set by the state but this calculation is set by each individual college which can only add greater confusion to students. This area could use further evaluation by the college to determine if most colleges are adopting the Chancellor's Office methodology for success or are using a different methodology.

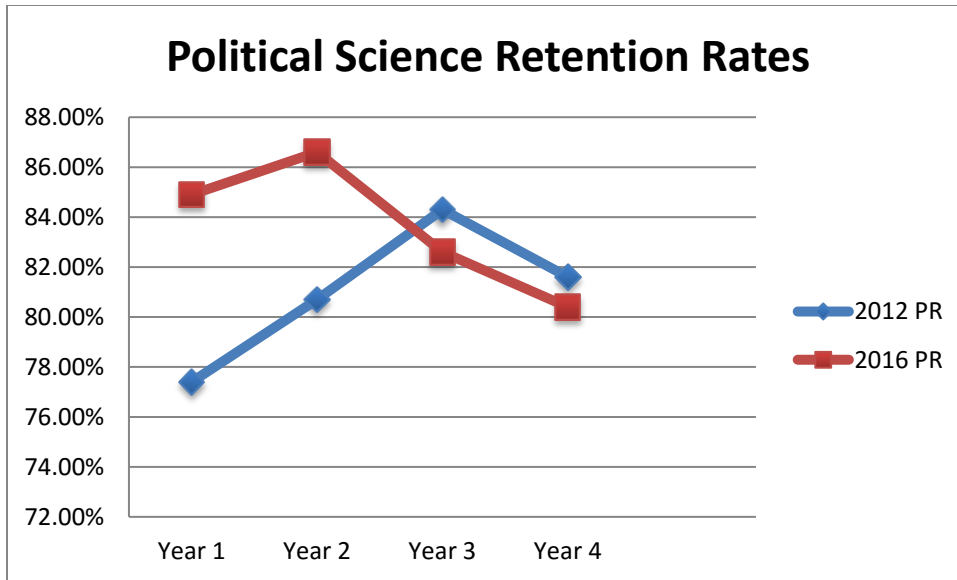
Success, Successful Completion, & Retention	Success	Successful Completion (success rate based only on students who completed the course-no W)	Retention
2011 Poli 1 DE	69.4%	82.9%	83.7%
2011 Poli 1 L 14 wks	76%	84.4%	90%
2011 Poli 1 L 16 wks	67.7%	78.5%	86.2%
2011 Poli 10 DE	65.2%	93.7%	69.6%
2011 Poli 10 L	80.6%	96.1%	83.9%
2011 Poli 2	55.3%	77.7%	71.1%
2011 Poli 3	54.8%	74.1%	73.8%
2011 Total	67.6%	79.6%	84.9%
2012 Poli 1 DE	68.3%	79.4%	86%
2012 Poli 1 L	66.6%	77.8%	85.5%
2012 Poli 10 L	79.5%	91.1%	87.2%
2012 Poli 2 L	84.4%	86.3%	97.8%
2012 Poli 3 L	66.7%	78.7%	84.6%
2012 Poli 5 L	84.8%	86.6%	97.8%
2012 Total	68.4%	79.1%	86.4%
2013 Poli 1 DE	53.7%	68.4%	78.5%
2013 Poli 1 L	63.5%	75.5%	84.1%
2013 Poli 10 DE	42.5%	65.4%	65%
2013 Poli 10 L	81.8%	100%	81.1%
2013 Poli 2 L	85%	94.4%	90%
2013 Poli 3 L	52.6%	76.9%	68.4%
2013 Poli 5 L	75.6%	87.1%	86.7%
2013 Poli 7 L	52.4%	73.3%	71.4%
2013 Total	62.9%	76.1%	82.6%
2014 Poli 1 DE	53%	74.4%	71.1%
2014 Poli 1 L	66%	78.4%	84.2%
2014 Poli 10 L	68.9%	91.1%	75.6%
2014 Poli 2 L	74.3%	100%	74.3%
2014 Poli 3 L	48.5%	94.1%	51.5%
2014 Poli 5 L	58.7%	84.3%	69.6%

2014 Poli 7 L	77.8%	90.3%	86.1%
2014 Total	63.8%	79.3%	80.4%

As a department, we find that the Success and Retention numbers are not particularly informative. Students who remain in our courses are likely to pass and in some classes 100% who remain in the class pass. Looking at successful completion is also significant relative to online courses. Online courses have a high drop rate but at the same time those who remain in the class are passing at a higher percentage than what is represented by the success rate.



Political Science Success Rates					
2012 Program Review			2016 Program Review		
Year 1	2007	57.00%	Year 1	2011	67.60%
Year 2	2008	58.00%	Year 2	2012	68.40%
Year 3	2009	63.80%	Year 3	2013	62.90%
Year 4	2010	65.70%	Year 4	2014	63.80%



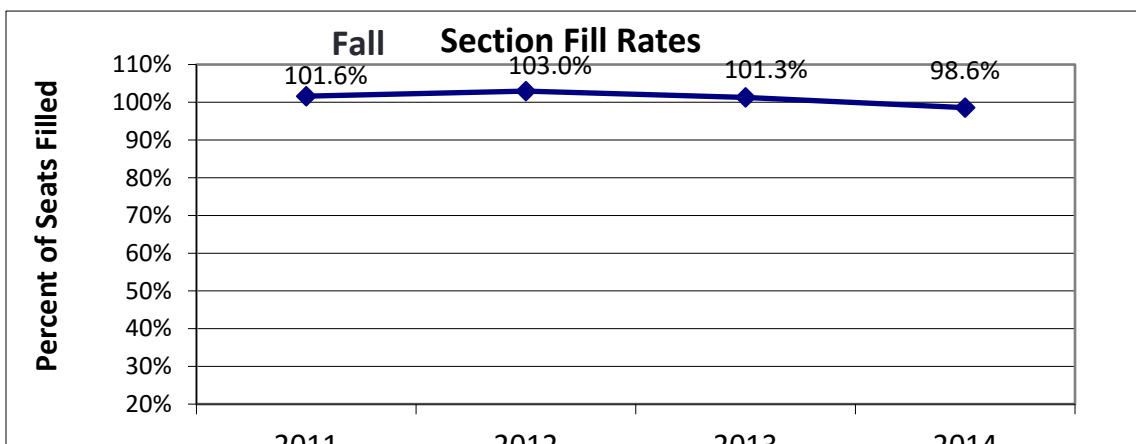
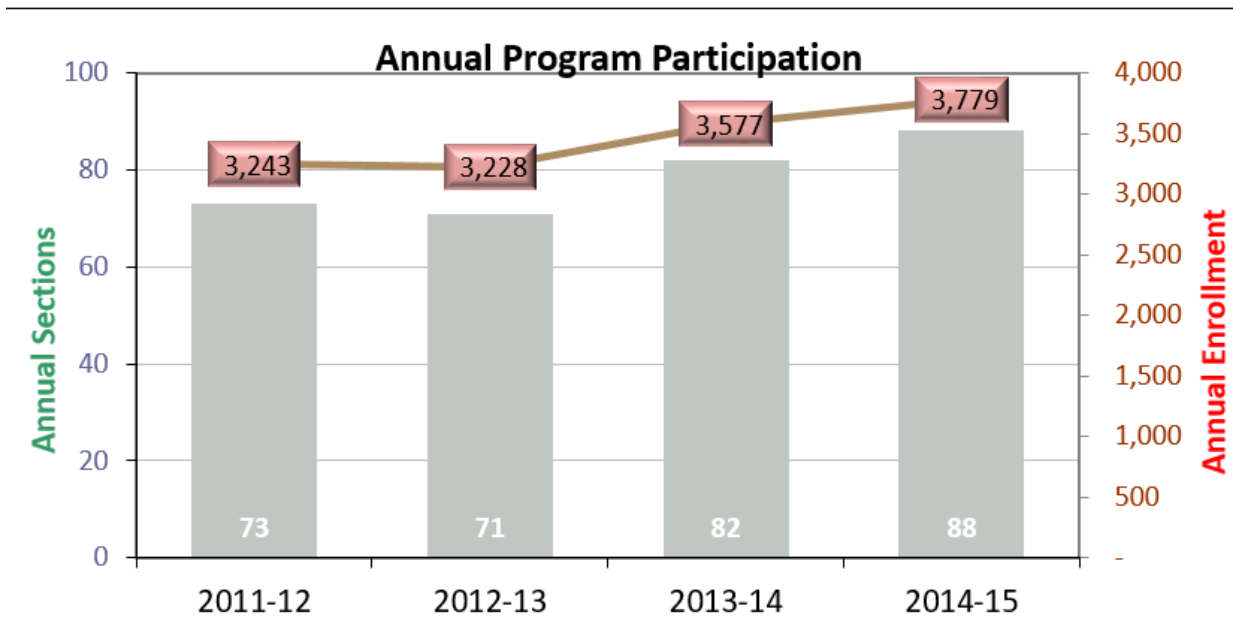
<b>Political Science Retention Rates</b>					
2012 Program Review			2016 Program Review		
Year 1	2007	77.40%	Year 1	2011	84.90%
Year 2	2008	80.70%	Year 2	2012	86.60%
Year 3	2009	84.30%	Year 3	2013	82.60%
Year 4	2010	81.60%	Year 4	2014	80.40%

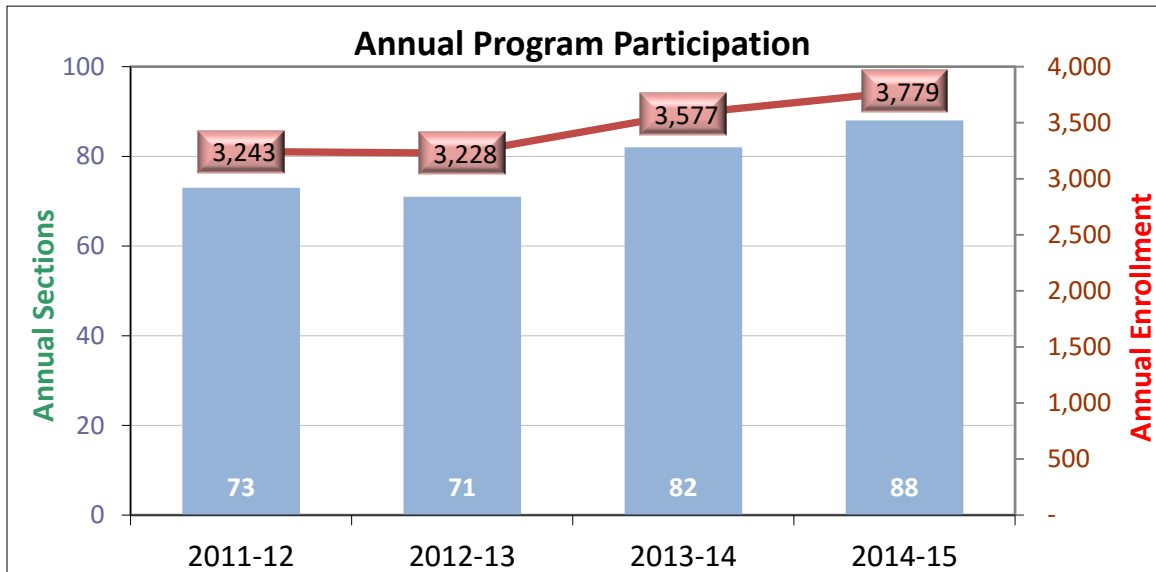
<b>Program Participation (4-year Trend)</b>					
<b>Political Science</b>					
<b>Years: 2011-12 to 2014-15</b>					
	2011-12	2012-13	2013-14	2014-15	4 Yr Average
Annual Enrollment	3,243	3,228	3,577	3,779	3,457
<b>Course, Section, Seat Counts</b>					
<b>Political Science</b>	2011-12	2012-13	2013-14	2014-15	
Sections	73	71	82	88	
Seats	3,243	3,228	3,577	3,779	
<b>Course Fill Rates</b>					
	2011	2012	2013	2014	
Political Science	101.6%	103.0%	101.3%	98.6%	

Daytime	975	1,062	1,271	1,144	
Evening	187	130	129	125	
Unknown	164	167	166	254	
	1,326	1,359	1,566	1,523	
Cap	1,305	1,320	1,546	1,545	
Enrollment	1,326	1,359	1,566	1,523	

**Program Participation (4-year Trend)**  
**Political Science**  
**Years: 2011-12 to 2014-15**

	2011-12	2012-13	2013-14	2014-15	4 Yr Average
Annual Enrollment	3,243	3,228	3,577	3,779	3,457





From the above charts, the average was 3,457 students enrolled in Political Science courses between 2011-2015. Fill rates were at their highest in 2014-15. This is possibly reflective of the previous economic downturn where we were cutting classes and are slowly re-building our program. As a department, we feel we lost many political science students when we stopped offering all of our classes but these numbers reflect that the program is back in growth.

### Demographic Success Characteristics

#### Demographic Success Characteristics Political Science Fall: 2011 to 2014

<i>Ethnicity</i>	Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Success	N	Success	N	Success	N	Success	N
African-American	62.0%	192	54.5%	198	47.1%	257	52.7%	258
Amer. Ind. or Alask. Native	25.0%	4	100.0%	2	66.7%	3	33.3%	3
Asian	70.2%	208	74.2%	221	73.5%	219	78.3%	198
Latino	63.3%	529	65.8%	603	59.3%	789	60.5%	752
Pacific Islander	44.4%	9	45.5%	11	66.7%	9	33.3%	6

Two or More	75.0%	48	77.1%	48	74.0%	73	63.8%	69
Unknown or Decline	63.5%	52	65.8%	38	58.3%	12	72.7%	11
White	80.9%	215	77.6%	237	77.5%	204	74.3%	226

*Gender*

M	69.6%	616	70.0%	659	64.0%	745	65.9%	743
F	65.4%	641	66.0%	699	60.9%	821	61.4%	780
X	0.0%	-	0.0%	-	0.0%	-	0.0%	-

*Age Groups*

19 or less	68.4%	358	66.0%	432	64.8%	517	67.5%	446
20 to 24	65.0%	652	69.5%	673	60.8%	750	63.1%	776
25 to 49	71.9%	231	65.7%	236	61.7%	277	59.7%	283
Over 49	81.3%	16	82.4%	17	68.2%	22	50.0%	18

X: Counts are suppressed for groups with less than 10 students.

Shaded regions indicate groups achieving at a rate less than 80% of the reference group, respectively. Reference groups are White, male, and 20 to 24 years old.

As is the same for the entire campus, the department finds a lower success rate for African American and Latino students. We do not have an answer for this complex problem, but the department has expressed its willingness to participate in the current campus efforts to improve these scores. Whites and Asians have the highest success rates but looking at all scores across the board, there are declining success rates. This could be explained by more students being accepted at CSU/UC schools which means less academically prepared students at El Camino.

## Scheduling of Courses

### Enrollment by Time of Day

Fall Term	2011	2012	2013	2014
Day	73.5%	78.1%	81.2%	75.1%
Night	14.1%	9.6%	8.2%	8.2%
Weekend/Unknown (Online)	12.4%	12.3%	10.6%	16.7%

The majority of our sections are offered in the day averaging 77% over the last four years. Night offerings averaged 10% and distance education averaged 13%. We expect to continue to see growth in our online offerings. The evening sections will be based on demand. We are seeing declining night enrollments but this could also be a result of the growth of the online classes. We consistently offer Poli 1 day, evening, and online. Our other courses are primarily offered during the day but we have recently started to offer Poli 2, 7, and 10 in the summer. During an informal evaluation of summer offerings by neighboring colleges we realized we were not very competitive. Santa Monica College in comparison was offering many courses on campus and online during the summer which prompted us to offer more choice to our students. We expect to continue these offerings in future summers and possible winter.

Additionally, we would like to try offering 8 week online courses in the traditional 16 semester as this would be possibly beneficial to students who can handle material in a more condensed fashion. Finally, we would also like to offer our online summer courses in a 6 week session rather than the current 8 weeks. Again, this would offer students a variety of course speeds with winter, summer and traditional semesters.

### Course Sequence

Course	2011-2012				2012-2013				2013-2014*				2014-2015*			
	F	W	S	SU	F	W	S	SU	F	W	S	SU	F	W	S	SU
<b>Poli 1</b>	X	X	X	X	X	X	X	X	X		X	X	X		X	X
<b>Poli 2</b>	X		X		X		X	X	X		X	X	X		X	X
<b>Poli 3</b>	X				X				X				X			
<b>Poli 5</b>					X				X		X	X	X		X	



<b>Poli 6</b>							X				X				X	
<b>Poli 7</b>											X		X		X	X
<b>Poli 10</b>	X		X		X		X			X	X	X		X	X	

\*There was no Winter in 2014 & 2015

The chart above shows the semesters in which Political Science courses are offered. The department consistently offers core courses and attempts to offer elective courses as often as possible.

### Student Profile

Institutional research data show the following breakdown of average Fall enrollment in Political Science courses by ethnicity between 2011 and 2014: African-America (16%), American Indian/Alaskan (0.2%), Asian (15%), Latino (47%), Pacific Islander (0.4%), White (15%) and Two or more ethnicity (4%). Of these students 48% were male and 52% were female.

## Demographic and Enrollment Characteristics Political Science Fall

Will show 0.0% if you did not select Program AND Term on the Academics Tab

Fall		Term				ECC Student Population	District Boundary Population
		2011	2012	2013	2014		
<b>Term Headcount</b>		1,280	1,329	1,546	1,497	24,263	556,400
<b>Gender</b>	F	51.8%	52.1%	52.7%	51.2%	51.6%	51.0%
	M	48.2%	47.9%	47.3%	48.8%	48.4%	49.0%
<b>Ethnicity</b>	African-American	15.5%	14.6%	16.2%	16.9%	16.1%	15.1%
	Amer. Ind. or Alask. Native	0.3%	0.2%	0.2%	0.2%	0.1%	0.2%
	Asian	16.3%	16.0%	14.0%	12.9%	15.1%	13.6%
	Latino	42.4%	44.9%	50.7%	49.8%	49.5%	34.5%
	Pacific Islander	0.7%	0.8%	0.6%	0.3%	0.5%	0.5%

	White	16.9%	17.2%	12.8%	14.7%	13.6%	32.8%	
	Two or More	3.8%	3.5%	4.7%	4.4%	4.4%	2.9%	
	Unknown or Decline	4.1%	2.9%	0.8%	0.7%	0.7%	0.4%	
Age/ Age Group	<17	0.3%	0.2%	0.4%	0.7%	1.8%	24.2%	
	17	0.9%	1.1%	3.0%	3.5%	2.2%		
	18	7.5%	8.5%	11.3%	9.6%	12.4%	2.5%	
	19	19.3%	21.8%	18.6%	15.6%	14.0%		
	20	19.8%	18.5%	18.5%	18.6%	12.6%	1.2%	
	21	14.1%	12.8%	10.6%	13.9%	9.9%	1.2%	
	22	7.8%	8.4%	8.0%	8.9%	7.5%	3.9%	
	23	5.9%	5.5%	5.7%	5.1%	5.6%		
	24	4.2%	4.3%	4.8%	4.5%	4.7%		
		25-29	11.6%	10.6%	10.5%	11.5%	13.0%	7.4%
		30-39	4.8%	5.4%	5.3%	5.6%	8.9%	14.9%
		40-49	2.4%	1.7%	1.9%	1.3%	3.8%	15.9%
		50-64	1.3%	1.2%	1.2%	1.1%	3.0%	18.1%
	65+	0.0%	0.1%	0.2%	0.1%	0.7%	10.6%	
Class Load	Full-time	53.3%	54.5%	53.6%	52.5%	34.5%		
	Part-time	46.7%	45.5%	46.4%	47.5%	65.3%		
Academic Level	College degree	4.8%	4.2%	3.3%	5.2%	11.7%		
	HS Grad	93.1%	93.2%	91.5%	88.9%	82.3%		
	Not a HS Grad	0.5%	0.6%	0.5%	0.3%	0.3%		
	K-12 Special Admit	0.1%	0.2%	2.0%	2.9%	2.3%		
	Unknown	1.5%	1.8%	2.7%	2.7%	3.4%		
Educational Goal	Intend to Transfer	35.2%	35.6%	32.5%	34.3%	31.5%		
	Degree/Certificate Only	2.7%	2.2%	2.3%	1.9%	3.5%		
	Retrain/recertif.	2.5%	2.7%	2.0%	2.2%	3.2%		
	Basic Skills/GED	5.0%	5.3%	5.7%	6.1%	5.7%		
	Enrichment	3.8%	4.1%	3.4%	2.7%	2.2%		
	Undecided	16.1%	15.1%	15.3%	14.2%	15.8%		
	Unstated	34.6%	35.0%	38.9%	38.4%	38.0%		

### Recommendations:

1. Online courses should be offered in different time formats-5 weeks (Winter), 6 week (Summer), 8 weeks (Fall/Spring).
2. Develop additional online courses-possibly Poli 3, 5, 6 or 7.

- Faculty should continue to be encouraged to attend professional development seminars pertaining to academic retention which will serve to enhance the overall academic success of the students.

## Curriculum

**Directions: Review and discuss the curriculum work during the past four years. This may include course and degree modifications, new courses or degrees, articulation issues with colleges/universities, and licensure exams (where applicable). Focus on significant changes, especially those that result from previous program review recommendations. How well are the courses, degrees, or certificates meeting students' transfer or career training need? What curriculum changes are needed?**

### A. Course Review Timeline

In compliance with accreditation standards and articulation requirements, the Political Science Department has created a six-year course review timeline. Please see the chart below.

Division: B & SS		Department: Political Science				DCC Faculty: L. Houske		Date: 3/29/2016		Semester/year of Program Review: 2012-2013 Laurie Houske, Eduardo Munoz			
Total # of Courses:	8	Courses Requiring CCC Blanket Approval: <i>(Special Topics, CWEE, and Independent Study courses)</i>											
Course	Last Course Review	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6	
		FA 15	SP 16	FA 16	SP 17	FA 17	SP 18	FA 18	SP 19	FA 19	SP 20	FA 20	FA 21
POLI-1	2009-2010		X										
POLI-1 HTP	2015-2016	X											
POLI-2	2014-2015										X		
POLI-3	2015-2016	X											X
POLI-5	2010-2011			X									
POLI-6	2015-2016	X											X
POLI 7	2013-2014							X					
POLI-10	2014-2015									X			
		X-completed	X-faculty	X-DCC	X-CCC	X-upcoming							

### Course Additions/Revisions

Since the last program review, the department has maintained our current curriculum. Previously we were limited in developing new courses because of budgetary constraints. Additionally, we were not regularly offering all courses. We are back on schedule with our courses and will consider new course creation as needed. Between now and our next Program Review, the department intends to increase our online offerings. In an evaluation of other college's course offerings, we realized we are not competitive in our online offerings. All of our courses are approved to be offered online so it is a matter of implementation.

## Course Deletions

Since the last program review, Pol Sci 8, State and Local Government of California, has been inactivated. Due to budget constraints, it was not being offered. Additionally, there were articulation problems with the University of California system, so the department decided the course should be inactivated. If there is a need for this course in the future, it can always be re-activated.

## Course Cycle (Not offered within a two year cycle)

Currently all courses are being regularly offered.

## Articulation

All courses offered by the department have been articulated for transfer credit with the California State University system and with the University of California system.

Additionally, the department has adopted the Transfer Model Curriculum for the California State University system. Our courses are in alignment with the TMC and are all approved.

## Associate Degrees

The department offers an Associate in Arts in Political Science as well as an Associate of Arts Transfer Degree. We have seen an increase in the number of students receiving a degree but the vast majority of students transfer to universities to complete a Bachelor of Arts in Political Science.

AA & AA-T Degrees Political Science				
2010-11	2011-12	2012-13	2013-14	2014-15
7	2	8	8	17

## **Recommendations**

1. Develop new curriculum as needed.
2. Continue to make students aware of the possibility of obtaining an AA-T degree in Political Science and try to identify students that may qualify for an AA degree in Political Science.

## **Assessments of SLOS**

**Directions: Review the assessments of student learning reports completed during the preceding four years and describe the most compelling assessment results and the recommended changes made. How well does the assessment process work in the program? Is there broad-based participation? What has been rewarding or useful about the process? What improvements can be made?**

The Political Science Department has reached the Accrediting Commission for Community and Junior Colleges' rubric for the *Characteristics of Institutional Effectiveness in Student Learning Outcomes*, level three: Sustainable..

The Department continues to fully participate in the college wide SLO/PLO process as well as working within its guidelines to complete the cycle. All of the department SLO's and PLO's have a common theme, that is to have the students gain content knowledge and prepare them to critically analyze the different theories within the different subfields in Political Science, as well as encourage them to become civic minded citizens within the political system. There has been an expansion in terms of the number of both SLO's and PLO's in the past four years, with every Political Science Course now having 3 SLO's and there being 3 overall Program Level Outcomes (PLO'S) in our department. They incorporate the college core competencies that include: content knowledge, critical, creative and analytical thinking, communication and comprehension.

**BEHAVIORAL AND SOCIAL SCIENCES**  
**Institutional (ILO), Program (PLO), and Course (SLO) Alignment**

Program: <b>Political Science</b>		<b>Number of Courses:</b> 7	<b>Date Updated:</b> 10.30.2014	<b>Submitted by:</b> Eduardo Muñoz, ext. 3740			
<b>ILOs</b>	<b>1. Critical Thinking</b> <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	<b>2. Communication</b> <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	<b>3. Community and Personal Development</b> <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	<b>4. Information Literacy</b> <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>			
<b>SLO-PLO-ILO ALIGNMENT NOTES:</b> Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course. DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.							
<b>PLOs</b>				<b>PLO to ILO Alignment</b> <i>(Mark with an X)</i>			
				1	2	3	4
<b>PLO #1 Contemporary Issues</b> Upon completion of their course of study in the Political Science Department, students will be able to identify and explain major economic, political, social, cultural and historical themes underlying contemporary issues in the policymaking process.				X			
<b>PLO #2 Primary and Secondary Sources</b> After completing their course of study within Political Science, students will be able to critically analyze different theories pertaining to the discipline using primary and/or secondary sources in support of their arguments.				X			
<b>PLO #3 Political Issues and Policy Making</b> After completing their course of study in Political Science, students will be able to identify and distinguish various academic and journalistic sources, and explain what these reveal about contemporary political issues and policy making.				X			

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
<b>POLI 1 Governments of the United States and California: SLO #1 Articles and Amendments</b> In a multiple choice test, students will demonstrate knowledge of the basic principles of the United States Constitution including its Articles and Amendments, as well as those for the government of California.	X						
<b>POLI 1 Governments of the United States and California: SLO #2 Linkage Mechanisms</b> In a multiple choice or written essay test, students will demonstrate an understanding of how political parties and interest groups serve as channels for popular participation, and compare/contrast the techniques they use to do so.	X			X	X		
<b>POLI 1 Governments of the United States and California: SLO #3 The Executive Branch</b> In a written essay or multiple choice exam, students will demonstrate an understanding of the various roles played by the President and California Governor, the political resources available to them to meet the expectations associated with those roles, and how those resources are limited.	X						
<b>POLI 10 Introduction to International Relations: SLO #1 Major Theoretical Approaches</b> In a written assignment, students will demonstrate knowledge of the major theoretical approaches to studying international politics including but not limited to: Realism, Liberalism, Constructivism, Feminism, etc.	X	X	X				
<b>POLI 10 Introduction to International Relations: SLO #2 Causes of War</b> In a written assignment, students will discuss and critically analyze the causes of war within the international system of states.	X	X		X	X		
<b>POLI 10 Introduction to International Relations: SLO # International Political Economy</b> In a written assignment, students will discuss and compare and contrast the major theoretical approaches as they pertain to International Political Economy.	X						
<b>POLI 2 Introduction to Comparative Politics: SLO #1 Political Systems</b> In a written essay, the students will discuss and critically analyze both differences and similarities found among different political systems as they pertain to the functions that their institutions perform.	X	X					
<b>POLI 2 Introduction to Comparative Politics: SLO #2 Institutional Choices</b> In a written essay, students will demonstrate knowledge and analyze the differences between presidential and parliamentary systems and the impact they have on the policymaking process.	X			X	X		
<b>POLI 2 Introduction to Comparative Politics: SLO #3 Democracy</b> In a written essay, students will demonstrate knowledge of and analyze the various concepts of democracy and how these differences impact the system of government.	X	X	X				

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
<b>POLI 3 Introduction to Principles and Methods of Political Science: SLO #1 Ideologies</b> In a written essay, the students will discuss and critically analyze the major political ideologies found among contemporary political systems.	X	X					
<b>POLI 3 Introduction to Principles and Methods of Political Science: SLO #2 Presidential and Parliamentary Systems</b> In a written essay students will demonstrate knowledge and analyze the differences between presidential and parliamentary systems found in democracies today.	X			X	X		
<b>POLI 3 Introduction to Principles and Methods of Political Science: SLO #3 Methodology</b> In a written essay, students will demonstrate knowledge and distinguish the differences among the various methodological techniques used to study Political Science.	X	X					
<b>POLI 5 Ethnicity in the American Political Process: SLO #1 Inclusion Strategies</b> In a written essay students will demonstrate knowledge and analyze the inclusion strategies used by minority groups within the democratic system as applicable to urban politics.	X	X					
<b>POLI 5 Ethnicity in the American Political Process: SLO #2 Race within Policymaking</b> In a series of multiple choice questions students will critically analyze the major theories regarding race within the policymaking process.	X			X	X		
<b>POLI 5 Ethnicity in the American Political Process: SLO #3 Public Policy</b> In a written assignment students will demonstrate knowledge of and compare and contrast the different government public policies that have influenced race and ethnic relations in America.	X	X	X				
<b>POLI 6 Civil Rights and Liberties in the United States: SLO #1 Judicial Tests</b> In a written essay, students will demonstrate knowledge of the various judicial tests pertaining to speech, press, and assembly as interpreted through various court decisions.	X	X					
<b>POLI 6 Civil Rights and Liberties in the United States: SLO #2 Constitutional Jurisprudence</b> In a written essay, students will discuss and critically analyze the different approaches to Constitutional Jurisprudence.	X	X		X	X		
<b>POLI 6 Civil Rights and Liberties in the United States: SLO #3 Equal Protection Clause</b> In a written essay students will demonstrate knowledge of the various judicial tests pertaining to the Equal Protection Clause.	X	X	X				
<b>POLI 7 IS THE SAME COURSE AS PHIL 17.</b>							
<b>POLI 7 Political Theory: SLO #1 Greek Philosophers</b> In a written essay students will analyze how philosophers, from ancient Greece through the modern era, have considered and conceptualized a variety of ideas critical to the discourse of political theory.	X	X	X				
<b>POLI 7 Political Theory: SLO #2 The State</b> In a written essay students will describe and assess the value of a state based on privilege versus one based on equality, and the apparent conflict between liberty and equality in a democratic state.	X	X		X	X		
<b>POLI 7 Political Theory: SLO #3 Social Justice</b> In a written essay students will describe and analyze the different theories of the "just state", and compare and contrast their ideas on political power and social justice.	X	X					

## Four-Year Assessment Timeline for Program and Course Level SLO's

SLO and PLO Assessment Timeline		
Division: BSS	Program: Political Science	Program Review Date: 2016
Semester and Year	SLO to be Assessed Include the SLO# and Short Title	PLO to be Assessed Include the PLO# and Short Title
Spring 2014	POLI 6 SLO #1 Judicial Tests POLI 7 SLO #1 Greek Philosophers	PLO # 1 Contemporary Issues
Fall 2014	POLI 1 SLO #1 Articles and Amendments POLI 3 SLO #1 ideologies POLI 5 SLO #1 Inclusion Strategies	
Spring 2015	POLI 6 SLO #2 Constitutional Jurisprudence POLI 10 SLO #1 Major Theoretical Approaches	PLO #2 Primary and Secondary Sources
Fall 2015	POLI 1 SLO #2 Linkage Mechanisms POLI 3 SLO #2 Presidential and Parliamentary Systems POLI 5 SLO #2 Race within Policymaking	
Spring 2016	POLI 6 SLO #3 Equal Protection Clause POLI 10 SLO #2 Causes of War	PLO #3 Political Issues and Policy Making
Fall 2016	POLI 2 SLO #2 Institutional Choices POLI 3 SLO #3 Methodology POLI 7 SLO #2 The State	
Spring 2017	POLI 1 SLO #3 The Executive Branch POLI 2 SLO #1 Political Systems POLI 10 SLO #3 International Political Economy	
Fall 2017	Pol Sci 2 SLO #3 Democracy Pol Sci 5 SLO #3 Public Policy Pol Sci 7 SLO #3 Social Justice	

As noted in the above chart, and in line with the college wide approach, the Political Science Department has a Four-Year Program and Course Level SLO Timeline in place, whereby in at least every semester a course level SLO, and every year (except for program review year) a PLO are implemented. Up to now we are current in the scheduled timeline, with 100 percent of the courses and program level SLO's having been assessed. There are 3 course level SLO's being assessed this semester and six course SLO's scheduled to be assessed for next year.



## Assessment Result and Analysis

Both, course and program level SLO's continue to be assessed within the department consistent with the college wide guidelines as well as its own 4 Year Timeline. The Department is well represented at both the Division and College wide SLO Committees having a designated faculty member which regularly attends the various meetings that take place every month during each semester. The SLO facilitator for our Behavioral and Social Sciences Division is in fact a member of our department which allows us to have first-hand knowledge and awareness of any ongoing discussions or changes taking place at the college wide level.

Several types of assessment methods have been put in place for all the courses in our department including both, multiple choice and essay questions that can be incorporated on course exams, or given as separate assessments. Faculty in our department make a conscious effort to collaborate in every way possible while creating assessments and analyzing results. For example when multiple choice type assessments are done, they include common questions shared by faculty teaching the same course. When assessments take the form of written essays, it is done in a similar fashion, with input given by members of the department as well as using a common rubric to have consistency and cohesiveness within the grading criteria (see below). From time to time as well, there is communication and discussion within faculty in our department to revise or make changes in categories within the common rubric used.

<i>1I. Rubric and Primary Traits</i>		3	2	1
	Organization	The student presents the information in a logical, sequential, well organized, captivating manner which the reader can easily follow	The student is well organized throughout most of the essay, with a few instances where the sequence of information does not seem to follow	The student's essay lacks organization, material is not presented in the proper sequence, the reader can not understand what is being presented
	Content Knowledge	The student exhibits a thorough	The student shows a good understanding of	The student's essay doesn't illustrate an

		understanding of the content material being covered for this assignment and its applicability to understanding global politics	the content, though in some areas the essay lacks descriptive, analytical and explanatory power	understanding of the topic at all, and its relation to the assignment given
	Supporting arguments and examples	The student's essay makes well use of supporting evidence and examples that illustrate their ability to synthesize the material and present it effectively	The student on occasion gives supporting evidence and examples throughout the essay	The student's essay doesn't contain any supporting arguments nor examples that would illustrate their ability to present the material clearly

The Political Science Department, through its completion of the SLO cycle for every course implemented, strives to improve the quality of education by revising and refining assessments and working on those areas whereby analysis of the data show weak student performance, to help improve student learning.

We continue to raise faculty awareness (for both, full-time and adjunct faculty) through our formal and informal faculty meetings, and whenever the opportunity arises. There is a strong effort on the part of our faculty as well to discuss SLO's with students, i.e., when going over the syllabus at the beginning of each semester and especially when each specific course is scheduled for assessment.

Through the SLO process several different types of action plans have been implemented in different course, primarily those plans in the area of teaching strategies. This has led in many cases to modification and refinement of the way instruction is delivered, i.e. use of technology and the like.

Based on the ACCJ's rubric for the Characteristics of Institutional Effectiveness in Student Learning Outcomes, the Political Science Department has also determined that it has reached the Level Three: Sustainable., whereby:

- Student learning outcomes and authentic assessment are in place for courses, programs and degrees.
- Results of assessment are being used for improvement and further alignment of institution wide practices.
- There is widespread institutional dialog about the results within the department.
- Decision-making includes dialog on the results of assessment and is purposefully directed to improving student learning.
- Appropriate resources continue to be allocated and fine-tuned.
- Comprehensive assessment reports exist and are completed on a regular basis.
- Course student learning outcomes are aligned with degree student learning outcomes.
- Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.

### **Recommendations**

-Continue the ongoing dialogue within the Division SLO Committee and the College wide SLO Committee so as to make sure that our department is aware of any new innovative ideas pertaining to the implementation of the SLO cycle.

-Continue collaborating with Adjunct Faculty and assist them in different ways when their courses are scheduled for assessment. More and more Adjunct faculty are making contributions by assessing their sections and engaging in dialogue with full time faculty teaching the same course.

-Continue encouraging faculty to attend SLO training workshops as they immerse themselves more and more into the SLO process.

-Given that we are at the end of our first full 4 year cycle, and each SLO for all courses is only assessed once within the cycle, we will compare and do an evaluation of the same SLO for any given course as the second cycle begins. This will give us an idea of whether the action plan was successful or needs to be revised.

## **Analysis of Student Feedback**

A student survey was conducted this past spring in efforts to gather some data for evaluating the program. 20 sections from a variety of courses (beyond the introductory course American Politics, Pol Sci 1) offered last semester were sampled with a total of 66 respondents. Students who had taken 2 or more courses in the department were asked to participate.

Overall in most categories, student responses fell in the Strongly Agree/ Agree mark, providing for a combined 85 percent and above in most categories and others as high as 90 percent.

## **Recommendations**

A couple of areas that we need to consider for further evaluation based on the results, include; developing a sense of community in the program, providing extra-curricular activities, and working with the library to make sure they provide all available resources to help students succeed in their courses.

Some faculty every semester already set up a workshop at the library with their classes to discuss the research services and data bases that are provided. We recommend that with availability and time provided, other faculty could begin implementing similar practices.

Opportunities to experience the learning process outside the classroom are also provided. Keeping lines of communications with public elected officials and those campaigning for seats give students a chance to connect content with applicability in the community, i.e., campaign volunteering, poll work on election days, etc. It is recommended that when possible such practices continue.

## Political Science Student Survey

N=66

Spring 2016

**Instructors in this program have helped me achieve my academic goals.**

Response	Frequency	Percent	
Strongly Agree	38	57.58	<div style="width: 57.58%;"></div>
Agree	23	34.85	<div style="width: 34.85%;"></div>
Neither Agree nor Disagree	5	7.58	<div style="width: 7.58%;"></div>
Disagree	0	0.00	<div style="width: 0%;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%;"></div>

**Instructors in this program have helped me stay on track.**

Response	Frequency	Percent	
Strongly Agree	34	51.52	<div style="width: 51.52%;"></div>
Agree	25	37.88	<div style="width: 37.88%;"></div>
Neither Agree nor Disagree	7	10.61	<div style="width: 10.61%;"></div>
Disagree	0	0.00	<div style="width: 0%;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%;"></div>

**Instructors in this program provide opportunities to actively participate in my classes.**

Response	Frequency	Percent	
Strongly Agree	40	60.61	<div style="width: 60.61%;"></div>
Agree	24	36.36	<div style="width: 36.36%;"></div>
Neither Agree nor Disagree	2	3.03	<div style="width: 3.03%;"></div>
Disagree	0	0.00	<div style="width: 0%;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%;"></div>

**I have felt a sense of community within this program.**

Response	Frequency	Percent	
Strongly Agree	18	27.27	<div style="width: 27.27%;"></div>
Agree	25	37.88	<div style="width: 37.88%;"></div>
Neither Agree nor Disagree	21	31.82	<div style="width: 31.82%;"></div>
Disagree	2	3.03	<div style="width: 3.03%;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%;"></div>

**Student contributions have been valued by instructors in this program.**

Response	Frequency	Percent	
Strongly Agree	34	51.52	<div style="width: 51.52%;"></div>
Agree	27	40.91	<div style="width: 40.91%;"></div>
Neither Agree nor Disagree	4	6.06	<div style="width: 6.06%;"></div>
Disagree	1	1.52	<div style="width: 1.52%;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%;"></div>

**There is an appropriate range of courses offered in this program.**

Response	Frequency	Percent	
Strongly Agree	33	50.00	<div style="width: 50%;"></div>
Agree	24	36.36	<div style="width: 36.36%;"></div>
Neither Agree nor Disagree	5	7.58	<div style="width: 7.58%;"></div>
Disagree	4	6.06	<div style="width: 6.06%;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%;"></div>

**Courses were scheduled on days and times that were convenient to me.**

Response	Frequency	Percent	
Strongly Agree	33	50.00	<div style="width: 50%;"></div>
Agree	26	39.39	<div style="width: 39.39%;"></div>
Neither Agree nor Disagree	5	7.58	<div style="width: 7.58%;"></div>
Disagree	2	3.03	<div style="width: 3.03%;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%;"></div>

**I've been able to register for the classes I need within this program.**

Response	Frequency	Percent	
Strongly Agree	40	60.61	<div style="width: 60.61%;"></div>
Agree	19	28.79	<div style="width: 28.79%;"></div>
Neither Agree nor Disagree	5	7.58	<div style="width: 7.58%;"></div>
Disagree	2	3.03	<div style="width: 3.03%;"></div>
Strongly Disagree	0	0.00	<div style="width: 0%;"></div>

**The courses in this program have helped me meet my academic goals.**

Response	Frequency	Percent	
Strongly Agree	35	53.03	
Agree	24	36.36	
Neither Agree nor Disagree	7	10.61	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

**There is a variety of extracurricular activities related to this program on campus.**

Response	Frequency	Percent	
Strongly Agree	12	18.18	
Agree	22	33.33	
Neither Agree nor Disagree	26	39.39	
Disagree	5	7.58	
Strongly Disagree	1	1.52	

**The library has the resources to help me succeed in this program.**

Response	Frequency	Percent	
Strongly Agree	17	25.76	
Agree	22	33.33	
Neither Agree nor Disagree	26	39.39	
Disagree	1	1.52	
Strongly Disagree	0	0.00	

**The buildings and classrooms used by this program are satisfactory.**

Response	Frequency	Percent	
Strongly Agree	41	62.12	
Agree	23	34.85	
Neither Agree nor Disagree	1	1.52	
Disagree	1	1.52	
Strongly Disagree	0	0.00	

**I am satisfied with the equipment (projectors, machinery, models, etc.) used in this program.**

Response	Frequency	Percent	
Strongly Agree	40	60.61	
Agree	20	30.30	
Neither Agree nor Disagree	5	7.58	
Disagree	1	1.52	
Strongly Disagree	0	0.00	

**I am satisfied with the computers and software used in this program.**

Response	Frequency	Percent	
Strongly Agree	29	43.94	
Agree	22	33.33	
Neither Agree nor Disagree	14	21.21	
Disagree	1	1.52	
Strongly Disagree	0	0.00	

**I am aware of the course outcomes - what I should be able to learn and what skills I should possess after completing courses in the program.**

Response	Frequency	Percent	
Strongly Agree	44	66.67	
Agree	22	33.33	
Neither Agree nor Disagree	0	0.00	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

## **Facilities & Equipment**

**Directions: Describe and assess the program's available facilities and equipment and compare these to the program's future facilities and equipment needs. Explain and justify necessary and desired facilities and equipment needs; indicate if it is an immediate (1-2 years) or long-range (2-4+ years) need, provide a cost estimate, and explain how it will help the program better meet its goals.**

Supported by funds from previous bonds, the Behavioral and Social Science building was renovated and re-opened in Fall 2011. New systems include: plumbing, electrical, air-conditioning, fire alarm, data/communication programs, and an ADA compliant elevator. Therefore the program's facilities and equipment are still in excellent condition. There has been some discussion of the entire division moving buildings in the future but those issues would be discussed in a future Program Review when the details and timeline are established.

## **Technology and Software**

**Directions: Discuss the program's current and future technology and software resources and needs. Explain and justify necessary and desired technological and software needs; indicate if it is an immediate (1-2 years) or long-range (2-4+ years) need, provide a cost estimate, and explain how it will help the program better meet its goals.**

All 21 classrooms have new technology systems:

- Presentation station containing a desk computer, digital document camera, video player, laptop connection, audio amplifier, media switcher, and lavalier microphone
- All systems connected to a wide screen format multimedia projector
- Utelogy AV Control System has been adopted

## **Staffing**

**Directions: Discuss the program's staffing. Consider how existing and new recommendations for the program will impact staffing. Explain and justify staffing needs in terms of both immediate (1-2 years) and long-range (2-4+ years) needs. Provide a cost estimate and explain how it will help the program better meet its goals.**

The current FT/PT ratio is acceptable although not particularly beneficial to students. If there is further growth within the program, additional faculty would need to be hired to maintain the integrity of the program. The estimated cost for a full time political science instructor would be \$100,000. The estimated cost for an adjunct political science professor would be \$4,500 per section.

Currently, the Political Science Department has 4 full-time professors; Ellen Antoine, Laurie Houske, Eduardo Munoz and Lance Widman and 6 part-time faculty. Lance Widman has expressed his intention to retire within a year. Ellen Antoine will possibly retire before the next program review.

## **Recommendation**

1. Hire one-two full-time faculty members due to retirement.
2. Hire one full-time faculty member if program enrollment increases.
3. Hire Adjunct Faculty as needed.

## **Part 2 Future Direction**

### ***Direction and Vision***

**[Directions: Explain the direction and vision of the program and how you plan to achieve it. Are there any changes within the academic field/industry that will impact the program in the next four years? How will proposed changes help the college fulfill its mission and meet its strategic initiatives?]**



## **Overview of the Direction and Vision of the Program Strategies for Achievement**

The Political Science Program is successful and the faculty have a clear understanding of the goals of the program and where we are headed.

- The program continues to offer a quality education by providing students with current content knowledge within the field of political science.
- The department would like to see the continuation of Supplemental Instruction as this is an invaluable tool which greatly serves the needs of students. Additionally, the department would like to expand SI to include services for online classes as this is an area that could benefit greatly from the proven results of SI.
- The program continues to offer an annual workshop for career planning. This gives students the opportunity to discuss and plan their future career. This information is currently dealt with in the Political Science Club but a workshop would be beneficial to the larger campus community.
- The department intends to continue collaborating across the disciplines with programs such as the Honors Transfer Program, First Year Experience, and Learning Communities.
- The Political Science Club continues to exist and is supported by the entire department but has struggled. It offers benefits to the students in terms of fellowship and career planning and the department will continue to offer it as a resource to students.

## **Any changes within the academic field that will impact the program in the next four years?**

The greatest changes that the department foresees are the difficulty for students in completing their course work and transferring to a four year institution. Due to budget constraints students will find it ever increasingly difficult to finish courses in a two year period at El Camino. Additionally, students are limited in their ability to transfer to other institutions. Finally, the department will have to deal with the reality for students that it is a very difficult job market for the social sciences.

## Recommendations

Prioritize the list of recommendations and include the estimated costs.

1. Hire one-two full-time faculty members due to retirement. \$90,000 -- SI-A
2. Online courses should be offered in different time formats-5 weeks (Winter), 6 week (Summer), 8 weeks (Fall/Spring). \$0 -- SI-B
3. Hire Adjunct Faculty as needed. \$4,000 -- SI-A
4. Continue to make students aware of the possibility of obtaining an AA-T degree in Political Science and try to identify students that may qualify for an AA degree in Political Science. \$0 -- SI-B
5. Develop additional online courses-possibly Poli 3, 5, 6 or 7. \$0 -- SI-A
6. Faculty should continue to be encouraged to attend professional development seminars pertaining to academic retention which will serve to enhance the overall academic success of the students. \$0 -- SI-B
7. Develop new curriculum as needed. \$0 -- SI-A
8. Hire one full-time faculty member if program enrollment increases. \$90,000 -- SI-A
9. Continue the ongoing dialogue within the Division SLO Committee and the College wide SLO Committee so as to make sure that our department is aware of any new innovative ideas pertaining to the implementation of the SLO cycle. \$0 - - SI-A
10. Continue collaborating with Adjunct Faculty and assist them in different ways when their courses are scheduled for assessment. More and more Adjunct faculty are making contributions by assessing their sections and engaging in dialogue with full time faculty teaching the same course. \$0 -- SI-C
11. Continue encouraging faculty to attend SLO training workshops as they immerse themselves more and more into the SLO process. \$0 -- SI-B
12. Given that we are at the end of our first full 4 year cycle, and each SLO for all courses is only assessed once within the cycle, we will compare and do an evaluation of the same SLO for any given course as the second cycle begins. This will give us an idea of whether the action plan was successful or needs to be revised. \$0 -- SI-A
13. A couple of areas that we need to consider for further evaluation based on the results, include; developing a sense of community in the program, providing extra-curricular activities, and working with the library to make sure they provide all available resources to help students succeed in their courses. \$0 -- SI-A
14. Some faculty every semester already set up a workshop at the library with their classes to discuss the research services and data bases that are provided. We

recommend that with availability and time provided, other faculty could begin implementing similar practices. \$0 -- SI-A

15. Opportunities to experience the learning process outside the classroom are also provided. Keeping lines of communications with public elected officials and those campaigning for seats give students a chance to connect content with applicability in the community, i.e., campaign volunteering, poll work on election days, etc. It is recommended that when possible such practices continue. \$0 -- SI-D